

# Allen Avenue Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.


### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Debbie Grenier, Principal

 Principal, Allen Avenue Elementary

### About Our School

Allen Avenue is one of thirteen schools in the Bonita Unified School District that serves students in both San Dimas and La Verne. Allen serves approximately 510 students in Transitional Kindergarten through 5th grade. Programs serving students in GATE (Gifted and Talented Education) and Special Education (Resources Specialists, Speech, and Functional Academic Skills Training) are in place.

### Contact

*Allen Avenue Elementary*  
740 East Allen Ave.  
San Dimas, CA 91773-1437

Phone: 909-971-8202  
E-mail: [DGrenier@bonita.k12.ca.us](mailto:DGrenier@bonita.k12.ca.us)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Bonita Unified
<b>Phone Number</b>	(909) 971-8200
<b>Superintendent</b>	Christina Goennier
<b>E-mail Address</b>	<a href="mailto:goennier@bonita.k12.ca.us">goennier@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.bonita.k12.ca.us">www.bonita.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Allen Avenue Elementary
<b>Street</b>	740 East Allen Ave.
<b>City, State, Zip</b>	San Dimas, Ca, 91773-1437
<b>Phone Number</b>	909-971-8202
<b>Principal</b>	Debbie Grenier, Principal
<b>E-mail Address</b>	<a href="mailto:DGrenier@bonita.k12.ca.us">DGrenier@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://al.bonita.k12.ca.us/">http://al.bonita.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	19643296011787

Last updated: 2/2/2017

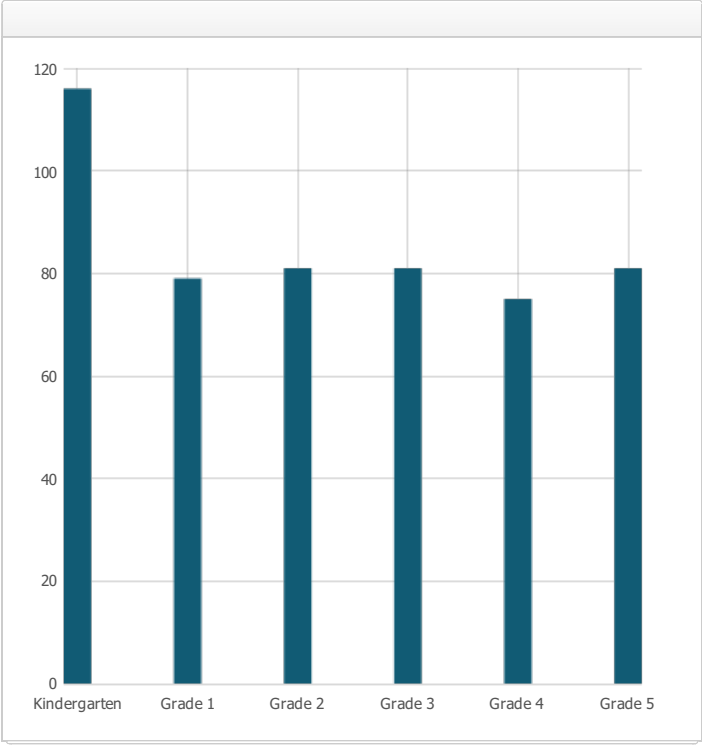
## School Description and Mission Statement (School Year 2016-17)

Allen Avenue is located in the city of San Dimas. Appreciation for cultural, ethnic and individual differences is encouraged and taught. All Allen Avenue students are provided with a high quality educational program that nurtures individual PRIDE, PERFORMANCE, and POTENTIAL. We the staff of Allen Avenue dedicate ourselves to support the changing needs of our students in a caring environment while maintaining the highest degree of professionalism and integrity.

Last updated: 1/17/2017

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	116
Grade 1	79
Grade 2	81
Grade 3	81
Grade 4	75
Grade 5	81
<b>Total Enrollment</b>	<b>513</b>



*Last updated: 1/17/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.4 %
Asian	4.1 %
Filipino	2.5 %
Hispanic or Latino	53.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	28.7 %
Two or More Races	3.7 %
Other	4.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.0 %
English Learners	6.4 %
Students with Disabilities	15.4 %
Foster Youth	1.2 %

*Last updated: 1/17/2017*

# A. Conditions of Learning

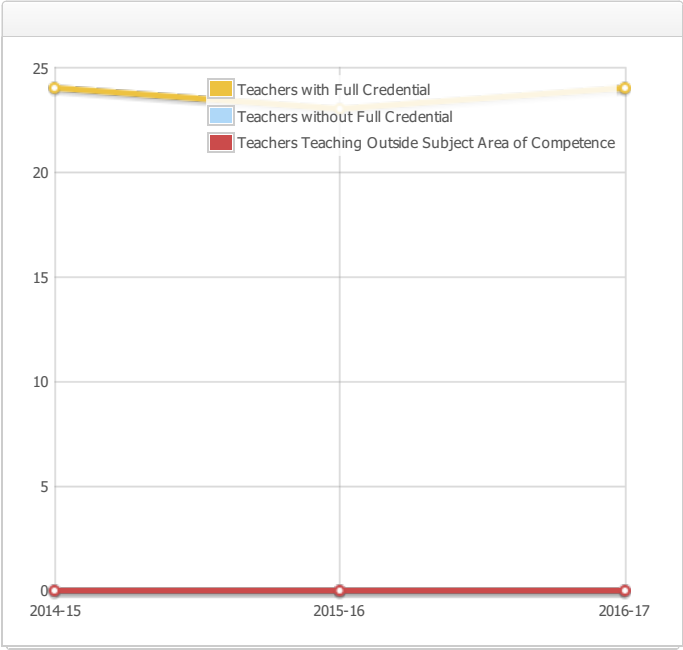
## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

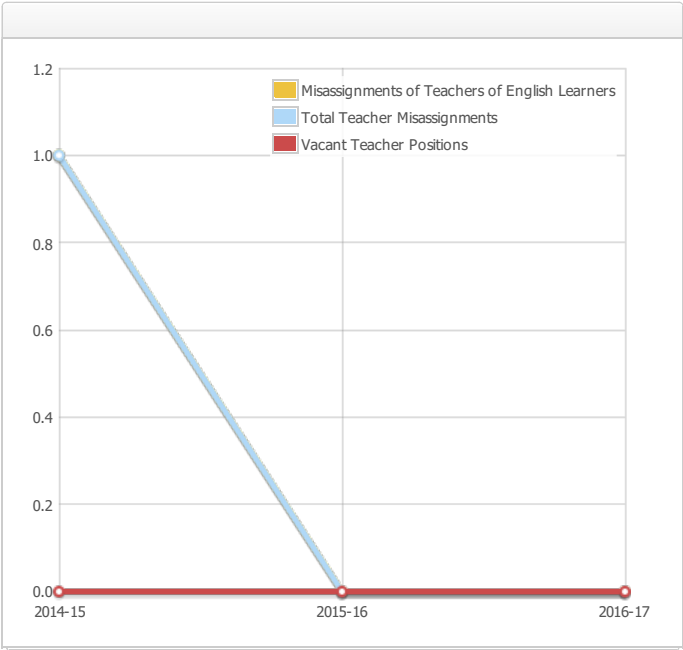
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	23	24	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26



Last updated: 1/17/2017

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/17/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten - Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2016 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 2/2/2017*

**School Facility Conditions and Planned Improvements**

Safety, cleanliness and maintenance of facilities are high priorities at Allen Avenue School. The District, with school input, regularly plans long-term maintenance needs for each year.

*Last updated: 1/17/2017*

**School Facility Good Repair Status**

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	District is installing a new restroom structure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 1/17/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	50.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	42.0%	41.0%	45.0%	48.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	76	96.2%	56.6%
Male	46	44	95.7%	50.0%
Female	33	32	97.0%	65.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	95.2%	55.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	62.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	40.0%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.0%	31.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	72	70	97.2%	47.1%
Male	41	39	95.1%	35.9%
Female	31	31	100.0%	61.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	46.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	41.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	42.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	81	80	98.8%	47.5%
Male	46	45	97.8%	40.0%
Female	35	35	100.0%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	38.7%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	79	76	96.2%	48.7%
Male	46	44	95.7%	43.2%
Female	33	32	97.0%	56.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	95.2%	47.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	45.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	40.0%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.0%	21.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.2%	28.6%
Male	41	39	95.1%	28.2%
Female	31	31	100.0%	29.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	25.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	29.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	81	80	98.8%	45.0%
Male	46	45	97.8%	42.2%
Female	35	35	100.0%	48.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	45.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	29.0%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	79.0%	75.0%	75.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	81	76	93.8%	75.0%
Male	46	43	93.5%	74.4%
Female	35	33	94.3%	75.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.5%	81.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.6%	65.5%
English Learners	--	--	--	--
Students with Disabilities	16	12	75.0%	58.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	25.0%	25.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/2/2017*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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Parents and community members are welcome participants in all aspects of the school operation. Parents actively participated in School Site Council, PTA and its auxiliary committees, as room parents, volunteers in the classroom, on the playground, and in the office. Approximately 95% of our parents attended school-sponsored activities during the school year. Parent volunteers donated in excess of 10,000 hours in 2015-2016. Parents are encouraged to call the school office to learn how they might participate more fully in their child's education. Parents are also invited to attend special, specifically designed, parent education classes in academic areas.

### State Priority: Pupil Engagement

*Last updated: 1/17/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates



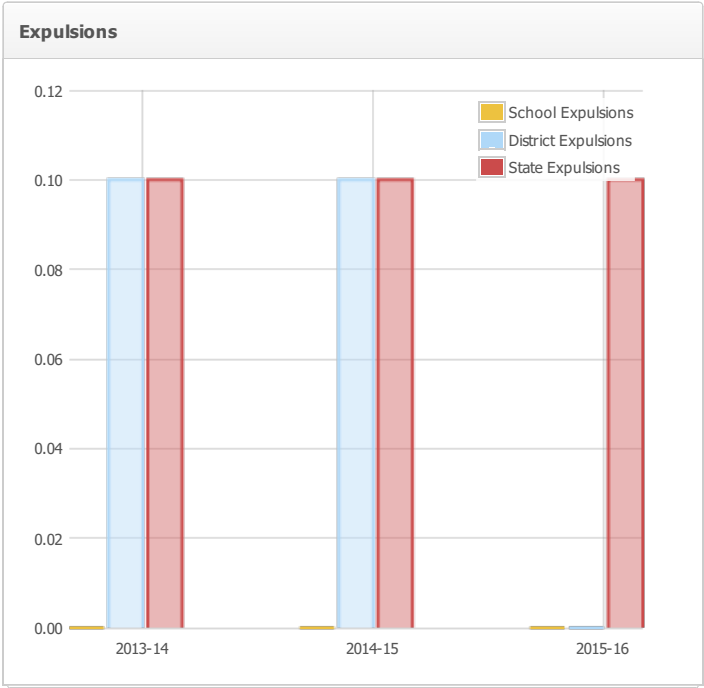
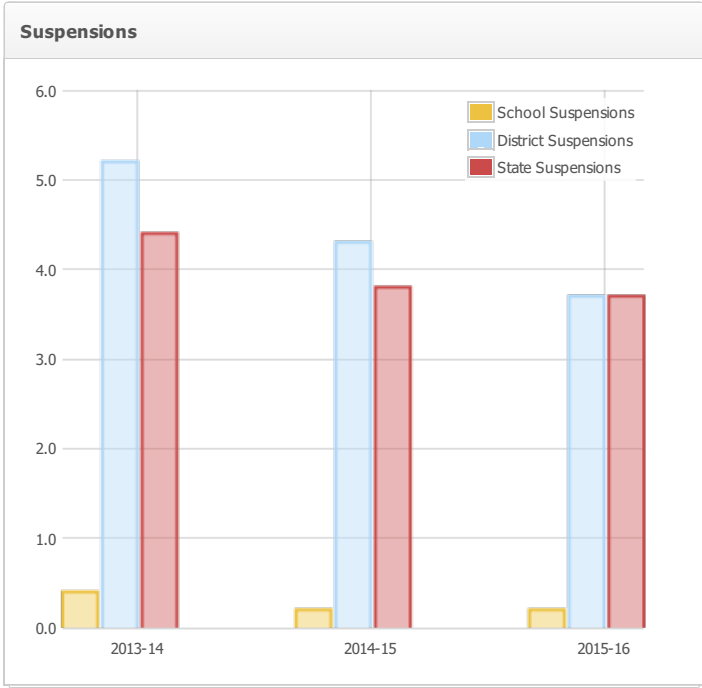
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.2	0.2	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

The district’s insurance company makes a yearly inspection of all facets of safety in the district. The Los Angeles County Fire Department also conducts an annual safety inspection of our facilities. As part of our emergency preparedness program, the school conducts regular fire and earthquake drills. Our emergency preparedness plan is updated annually. Emergency medical and food supplies are stored at school. Our Site Plans aligns with the District Plan.

Last updated: 1/17/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	1	3	0	17.0	6	1	0	19.0	1	3	0
1	22.0	0	3	0	24.0	0	3	0	16.0	2	3	0
2	22.0	1	2	0	23.0	0	3	0	15.0	2	3	0
3	18.0	3	1	0	23.0	0	3	0	20.0	1	3	0
4	24.0	0	2	0	35.0	0	0	2	18.0	2	0	2
5	25.0	1	0	2	28.0	0	2	0	20.0	2	0	2
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	8.0	1	0	0	10.0	3	0	0	20.0	1	1	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	1.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	3.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1.8	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/1/2017*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4623.2	\$180.1	\$4443.1	\$87343.5
District	N/A	N/A	\$5508.5	\$77644.2
Percent Difference – School Site and District	--	--	-34.2%	17.2%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-21.7%	22.1%

Note: Cells with N/A values do not require data.

*Last updated: 2/1/2017*

**Types of Services Funded (Fiscal Year 2015-16)**

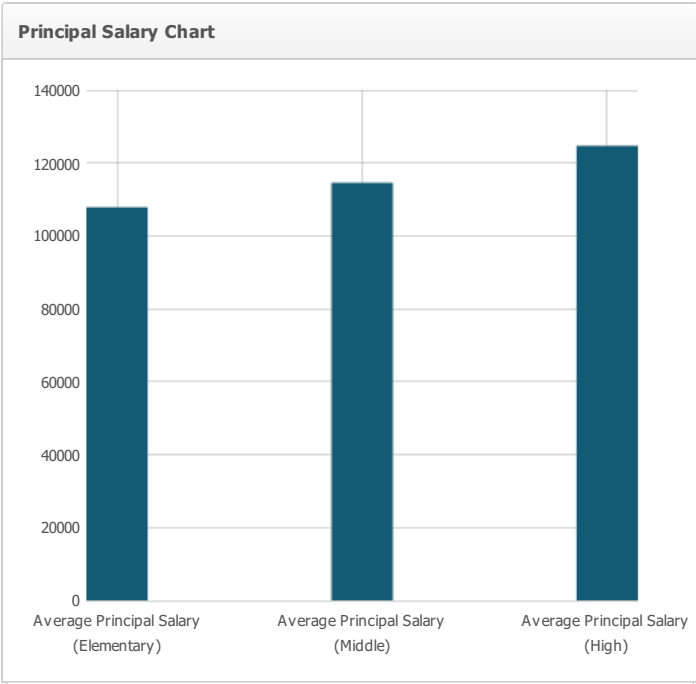
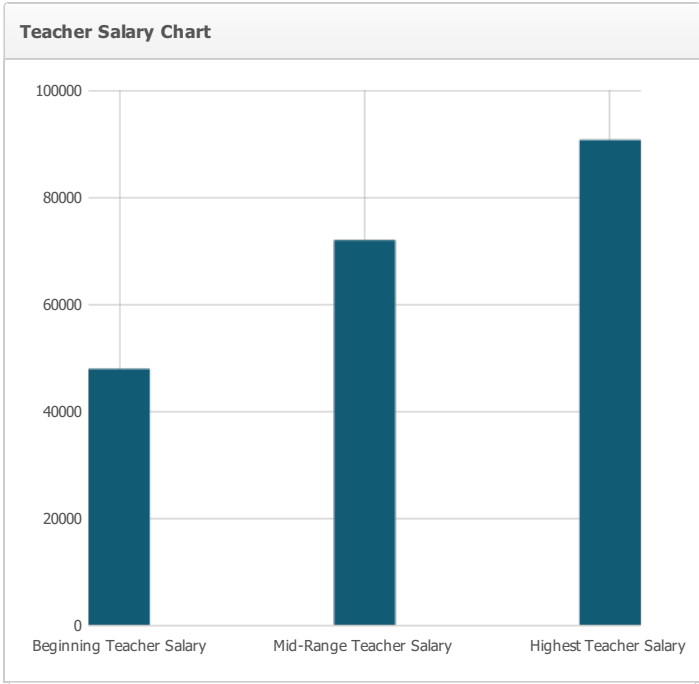
Allen Avenue provides support for instruction during the school day and through our after school programs. Title 1 funding provides resources for students needing additional instructional support in Kindergarten thru 5th grade. Students receive support from research based programs to improve decoding, phonemic awareness, phonics, reading comprehension, fluency and math. Instructional aides provide small group and individual assistance for grades four and five. GATE classes are offered in/after school and on Saturday, based on student interest.

*Last updated: 1/17/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$124,716	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



*Last updated: 1/19/2017*

## Professional Development

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On-going professional development for the school staff is an important part of improving the school program. Teachers attend workshops and conferences to improve their skills. Staff development days are provided to all teachers. Beginning teachers receive support through the District BTSA Program. Compact days provide opportunities for grade level, site, and District staff development. Allen Avenue Elementary School sends representatives to District focus groups for writing, planning of staff development, and dissemination of timely information in the areas of language arts, social studies, math, science, technology, and GATE. The work of these focus groups is shared with the staff and plays a major role in aligning our curriculum and assessments to the California State Content Standards.

*Last updated: 1/17/2017*